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ABSTRACT

In January 1986, the faculty and administration at New Mexico State University at Alamogordo (NMSU) decided that the Senior Faculty Advisory Committee would serve as the Branch Promotion and Tenure Committee to advise the administration in the awarding of specific temporary contracts, continuous contracts (tenure), and promotions. The Committee was also given responsibility to implement and monitor a system for the evaluation of tenure-track faculty. While recognizing that policies and procedures can be regularly modified, the Committee developed this six-part faculty handbook as a guide for subsequent faculty and administrators working in the areas of contracts, promotion and evaluation. Following a brief introduction, sections two through five outline the rationale behind, and implementation of temporary contracts, continuous contracts, promotions, and faculty evaluations. The evaluations section then provides the following information for faculty who are preparing an evaluation document for their promotion: (1) guidelines for the listing of teaching and research goals that should include statements of the time required for goal completion, the means to be employed, and the standards used to determine if the goals have been met; (2) sample goals each followed by lists of sample activities; (3) sample teaching, research, and professional service objectives; (4) sample objectives with results; and (5) a review of the evaluation rating system to be employed. Section six includes a month-by-month calender of contract and promotion activities developed to help insure faculty participation in evaluation procedures. (GFW)

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A HANDBOOK

FOR

CONTRACTS, PROMOTION, AND EVALUATION

A Faculty Handbook

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INTRODUCTION

One of the most important sections of *Administrative Policies and Procedures* requires that faculty be strongly involved in the awarding of temporary contracts, continuous contracts (tenure), and promotions so as to ensure the quality of the University:

> The selection and retention of faculty members are of utmost importance to the quality of the university, the achievement of university goals, and the future of the institution. In order to ensure the selection and retention of excellent faculty, it shall be the policy of the University to consult its faculty members, as specified below, concerning promotions and the issuance of temporary and continuous contracts (Academic IX. A. 1.).

The processes involved in awarding temporary contracts, continuous contracts (tenure), and promotions at New Mexico State University have always involved a high degree of faculty participation--in both the design and the implementation of these processes.

These processes and their procedures were initially mandated by the Faculty Senate and have been continually refined by Faculty Senate action. New Mexico State University at Alamogordo has always been well represented in the Faculty Senate and has, thus, enjoyed full participation in the design and implementation of these vital components of the instructional program. Furthermore, since as early as 1978, members of the Alamogordo faculty have been involved in adapting and modifying these procedures for local use.

In January, 1986, the local faculty and administration agreed that the Senior Faculty Advisory Committee would serve as the mandated Branch Promotion and Tenure Committee. At that same time, both faculty and administration agreed that the Senior Faculty Advisory Committee would also implement and monitor a system for the evaluation of tenure-track faculty. Thus, this group, acting in either capacity, has spent these last several years, not only in advising the administration in the awarding of specific temporary contracts, continuous contracts, and promotions, but also in monitoring the evaluation of tenure-track faculty.

When one considers the modifications, or "fine-tuning," which these procedures have gone through since 1978, no one can argue that these procedures are carved in stone and are, thus, impervious to modification.

Nonetheless, the full professors of these committees believe that it is time to attempt a "codification" of sorts to serve as a guide for subsequent faculty and administrators in these important areas.

TEMPORARY CONTRACTS

1. Rationale

The role of the faculty in matters concerning temporary contracts is threefold:

First, in accordance with *Administrative Policies and Procedures*, search committees are required when tenure-track positions are initially filled (Academic V. A. 2. a.). It has been the practice of the administration of New Mexico State University at Alamogordo to appoint tenured and experienced tenure-track faculty to such committees.

Second, the Senior Faculty Advisory Committee advises the administration on the strengths and weaknesses of the finalists for such tenure-track positions.

Third, the Branch Promotion and Tenure committee is required to advise the administration in the spring of each academic year of the progress toward tenure that each non-tenured tenure-track faculty member is making. Again, *Administrative Policies and Procedures* specifies that this committee "review the current documentation file and evaluate the progress toward a continuous contract of each tenure-track faculty member and report in writing to the department head [provost] indicating the progress towards a continuous contract as well as the strengths and weaknesses of each in the areas of teaching, research, and professional service" (Academic IX, E. 1. a. (1). (a).).

It should be noted that New Mexico State University at Alamogordo modifies this last charge to read "as well as the strengths and weaknesses of each in the areas of teaching, professional service, other service, and research" in accordance with the criteria listed in *Administrative Policies and Procedures* (Academic VIII. E.).

The authority for this modification is extrapolated from *Administrative Policies and Procedures*, which specifies that the branch colleges "will develop guidelines for Promotion and Tenure Committee selection and procedures. These guidelines shall follow the above guidelines [those specifically written for the Las Cruces campus] where applicable" (Academic IX. F.).

2. Implementation:

First, the Senior Faculty Advisory Committee recommends that the administration continue to appoint experienced tenure-track faculty and tenured faculty to serve on tenure-track search committees. It also urges such appointees to serve diligently on these committees.

Second, each search committee seeking candidates for a tenure-track position forwards the dossiers of three to five finalists to the Senior Faculty Advisory Committee for their consideration. These dossiers are not ranked in order of preference. The Senior Faculty Advisory Committee meets to consider the comparative strengths and weaknesses of each candidate and forwards a written analysis of these matters through the Associate Provost to the Provost. The Senior Faculty Advisory Committee does not rank these candidates in order of preference.

Third, the Branch Promotion and Tenure Committee meets during the spring semester to review each non-tenured, tenure-track faculty member's progress

toward continuous contract, or tenure, as well as his or her strengths in teaching, professional service, other service, and, research. A written report of this review is forwarded through the Associate Provost to the Provost.

CONTINUOUS CONTRACTS

1. Rationale:

Administrative Policies and Procedures specifies that faculty will be involved in the awarding of continuous contract, or tenure, to non-tenured tenure-track faculty. This involvement will be manifested through the Branch Promotion and Tenure Committee: The "Departmental [Branch] Promotion and Tenure Committee will review the current documentation file(s) of each of the tenure-track members of the department [branch], and recommend in writing which of these should be considered for a continuous contract. The committee's recommendation for a continuous contract must be made within the first 5 years of the tenure-track service" (Academic IX. E. 1. b. (1) (a)).

2. Implementation:

During the spring of each year, the Branch Promotion and Tenure Committee will receive nominations for continuous contract from the Provost through Associate Provost and the Division Heads. The Committee will then either endorse or not endorse the initial nomination of that candidate for continuous contract.

The Branch Promotion and Tenure Committee will meet during the following fall semester to consider the completed files of the candidate for continuous contract. After that consideration, the Committee will submit a written report of its recommendations on each candidate through the Associate Provost to the Provost.

PROMOTIONS

1. Rationale:

Administrative Policies and Procedures specifies that "criteria for promotions will be based on the activities and qualifications specifically applicable to the branch campuses" (Academic VII. E. 1.).

Subsection 2 lists four qualifications for promotion in the branch-campus system in the order of their relative importance:

Teaching

Professional Service

Other Service

Research

Subsection 3 defines more specific qualifications for both the junior and the senior ranks; also, it defines the characteristics of each of the four possible ranks: instructor, assistant professor, associate professor, and professor.

Again, *Administrative Policies and Procedures* specifies that faculty be involved in the awarding of promotions. This involvement is manifested through the Branch Promotion and Tenure Committee: "Each department [branch] shall annually form a committee to advise the department head [provost] on the issuance of temporary and/or continuous contracts and the promotion of faculty" (Academic IX. B. 2. a.).

2. Implementation:

During the spring of each year, the Branch Promotion and Tenure Committee will receive nominations for promotions from the Provost through the Associate Provost and the Division Heads, from the candidate, or from a peer. The Committee will then either endorse or not endorse the initial nomination of that candidate for promotion.

The Branch Promotion and Tenure Committee will meet during the following fall semester to consider the completed files of the candidates for promotion. After that consideration, the Committee will submit a written report of its recommendations on each candidate for promotion through the Associate Provost to the Provost.

FACULTY EVALUATION

1. Rationale:

It is the responsibility of the Senior Faculty Advisory Committee to monitor faculty evaluation and to advise the administration concerning the process. The faculty evaluation process at New Mexico State University at Alamogordo was designed by faculty several years ago and has been continually updated to remain in compliance with Faculty Senate and administrative regulations. It is a system that encourages peer and administrative judgment as well as student evaluation.

2. Implementation:

In January of each year, each faculty member designs his or her objectives for that calendar year in the following areas: teaching (including both performance and preparation) and professional development; research and creative activities; professional service; international activities; and other areas. This statement of objectives includes a description of the methods to be used to measure and document the achievement of each objective.

It is understood that these objectives should reflect a sincere effort on the part of the faculty member to improve or enhance his or her classroom performance or professional stature. Also, the quality of each objective should reflect the current faculty rank of each faculty member; that is, the objectives proposed by an associate professor are expected to be more mature than those proposed by an assistant professor or instructor.

It is also understood that, when these objectives are viewed over a sequence of several semesters, they should reflect a process of professional growth and development. In general, the same objectives will not appear repeatedly from one evaluation year to the next; however, an exception can be made with the written approval of the Division Head, the Branch Promotion and Tenure Committee, the Associate Provost, and the Provost.

The faculty member then confers with his or her division head who may approve these objectives and their implementation. If the division head approves the document, he or she then forwards the document to the Senior Faculty Advisory Committee. This group will consider the evaluation document and may ask to meet with the faculty member. If the document is approved by the Senior Faculty Advisory Committee, it is forwarded through the Associate Provost to the Provost. After considering the documents, the administration may or may not meet with the faculty member, but will notify each faculty member of administrative approval or disapproval of his or her document.

If at any step the document is disapproved, the faculty member has the right to change the document or to leave it as it stands.

If all levels of approval have been forthcoming, the faculty member then works toward achieving his or her stated objectives.

Then, in November of that year, the faculty member completes the evaluation document by describing the results of each objective. The process of approval then starts over: approval by the division head, the Senior Faculty Advisory Committee, and the administration should be gained.

The culmination of this process comes when the faculty member confers with the Provost concerning the evaluation document. At this point, a "Q" or a "Q-" rating will be assigned to the faculty member for that evaluation period.

A "Q+", or meritorious, rating may be assigned only if the faculty member has applied for, has been approved for, and has satisfactorily completed a "Q+" project within the "Q+ Guidelines" as defined by the faculty. A copy of these guidelines is attached. (See p. below.)

Additional explanations and sample forms reflecting each stage of this process of faculty evaluation are included below.

PREPARING THE EVALUATION DOCUMENT

Step 1: The first step in writing the evaluation document requires selecting a goal which you wish to address. A list of sample goals appears on page fifteen below. You may select one of these or choose your own. In either case, your goal should be appropriate to your rank and experience.

Develop your objectives by following steps 2 through 4 below. Use complete sentences for each step.

Step 2: State that which you wish to accomplish within a given time period in order to achieve this goal.

Step 3: State the means employed to accomplish this goal.

Step 4: State the standard or test used to determine whether you met the objective.

Step 5: State your result--the outcome of the accomplished objective. (This step is completed at the end of the academic year.)

An example follows which utilizes each of the above steps:

Step 1: Select a goal: (3-6) To actively participate in professional organizations.

Step 2: To actively participate in the National Council of Teachers of English during the 1988-1989 academic year,

Step 3: I will present a workshop on "Teaching Experiential Writing in the Community College" at the meeting held March 17-23 in Seattle, Washington. I will ask each participant to write a one-page paper illustrating the techniques presented in the workshop.

Step 4: These papers along with each individual's evaluation of the workshop will be collected.

Step 5: At the end of the academic year, state your result--that is, the outcome of the accomplished objective.

The result should include a summary of the accomplishment, your conclusion, and documentation; i.e., (result = summary + conclusion + documentation).

Also, your result should answer the following questions:

1. What did you do?
2. (a) What did it mean?
   (b) Did it work?
   (c) How was it used?
3. What is your documentation?

The following is an example of the result:

Result:

Step 5: I selected examples of the best experiential writing from the workshops, made copies of them, and sent them to each workshop participant. Also, I included a summary of the evaluation sheets which NCTE compiled.

I felt this workshop was highly successful. The only problem appears to be one of lack of time; some of the papers were too general.

I will write a paper for possible publication summarizing the results of the workshop.

Documentation:

The conference agenda showing my participation, the papers written by participants, and the evaluation summary are available for examination.

Sample objectives follow on page twenty-two below.

Sample objectives with results follow on page thirty-six below.

SAMPLE GOALS

I. TEACHING ACTIVITIES

B. Teaching

This element is commonly considered to include the teacher's knowledge of the field; awareness of and the application of developments in the field; skill in arousing interest and evoking responses in students; skill in stimulating students to think critically, to understand the interrelationship of fields of knowledge and the application of knowledge to human problems; and skill in awakening students to a realization of the social, political, economical, and ethical implications of their study.

1. Performance

1-1 To manage classroom time effectively

1-2 To use proper voice intonation and projection

1-3 To identify and avoid distracting mannerisms

1-4 To begin on time and stop on time

1-5 To encourage questions

1-6 To explain to students at the beginning of the course the criteria for grading--assigning grades, weighing assignments and testing

1-7 To relate teaching to course objectives

1-8 To vary instructional techniques

1-9 To utilize audiovisual techniques more effectively

1-10 To use instructional methodology appropriate to course content

1-11 To reinforce skill acquisition through prescribed practice

1-12 To be more responsive to students' questions in class

1-13 To give recognition to students for their original ideas

1-14 To elicit opposing views

1-15 To encourage broad participation and defend individual participation

1-16 To demonstrate enthusiastic behavior about the subject

1-17 To motivate students

1-18 To refrain from talking down to students

1-19 To exhibit effective communication skills

1-20 To use constructive humor to enhance presentation directing humor toward self rather than students

1-21 To use diverse approaches within presentations

1-22 To demonstrate diverse approaches to the study of the subject

1-23 To show a willingness to spend time with students

1-24 To use instructional media which reinforces concepts

1-25 To project a positive attitude toward teaching

1-26 To put class at ease

1-27 To encourage students to seek individual help

1-28 To ask questions which require students to use analysis and synthesis skills

1-29 To relate key classroom questions to stated learning outcomes

1-30 To provide adequate time for discussions

1-31 To demonstrate awareness of current development in the disciplines

1-32 To distinguish between critical and non- critical principles in the course objectives during presentations

1-33 To summarize and synthesize material when appropriate

1-34 To explain expectations prior to specific tests

1-35 To provide a positive climate for evaluation by minimizing cheating and distractions

1-36 To evaluate students only on class-related objectives and activities

1-37 To motivate students to use the library

1-38 To experiment with new teaching techniques.

2. Preparation

2-1 To plan and develop courses in one's own area of study

2-2 To revise lectures periodically

2-3 To develop programs

2-4 To plan courses

2-5 To develop instructional evaluation

2-6 To conduct review sessions if needed

2-7 To make a reasonable amount of time available for student appointments

2-8 To volunteer additional time for student help

2-9 To develop material which reinforces concepts

2-10 To assess students' prior learning

2-11 To develop supplemental and enrichment materials

2-12 To adequately prepare for class

2-13 To establish criteria for grading, including assigning grades, weighing assignments and testing.

2-14 To select effective audiovisual techniques

2-15 To incorporate interests of students into content

2-16 To review present curriculum for relevancy

2-17 To be available to students

2-18 To develop comprehensive syllabi as directed by the NMSU-A Policies and Procedures Handbook, page 1 and 2.

2-19 To apply consistently a fair and objective standard of grading

2-20 To evaluate one's teaching style or approach

a. If student evaluations, all evaluators must use the same format and include questions about the specific course

b. If peer evaluations, all evaluators must use same format and be informed of the purpose of the evaluation

c. If administrative evaluations, all evaluators must use same format.

3. Professional Development

3-1 To pursue course work in one's own discipline (formal or independent)

3-2 To participate in in-service activities

3-3 To contribute to developing new courses or new programs

3-4 To review audiovisual materials and recommend purchases

3-5 To maintain membership in learned societies

3-6 To participate actively in professional organizations.

II. RESEARCH AND CREATIVE ACTIVITIES

Research or other creative work is not required at the branch campuses. However, those faculty members who produce research and/or creative work should be encouraged, and such work should be considered for appointment, promotion, and tenure.

1. To receive recognition for scholarly or creative efforts

2. To participate in research projects/creative efforts

3. To conduct research relative to teaching

4. To provide descriptive evidence of quality research

5. To publish in peer-reviewed journals

6. To develop software for media presentations

7. To produce or direct (short, 30-minute) film-strips, audio tapes, or slide presentations

8. To demonstrate diverse approaches to the study of the subject

9. To discuss with colleagues ideas gained from recent professional journals

10. To submit grant proposals

11. To experiment with new teaching techniques.

III. PROFESSIONAL SERVICE

This element includes, above all, the faculty member's service with respect to the organization, development, and welfare of the branch campus and the university. This element also includes service to any individual or group needing the specific benefits of the faculty member's professional knowledge and skills.

A. To NMSU-A

1. To consult with the library in selecting and prioritizing needed material in one's chosen field

2. To participate in field-related community efforts

3. To participate in university governance impacting field specialities

4. To consult in subject related areas

5. To participate in local, state, and regional meetings

6. To establish a reading list in one's own discipline

7. To participate in campus/university assignments

8. To assist with student projects

9. To participate in curriculum committees

10. To attend faculty development seminars or workshops

11. To maintain membership in learned societies

12. To direct a special topics course, a correspondence course, or an independent study course

13. To discuss with colleagues ideas gained from professional journals.

B. Associate and Full Professors

1. To make recommendations for changes in current programs and administrative policies

2. To assist in the development of effective remedial programs

3. To plan, direct, and conduct workshops for the faculty

4. To direct in-service activities

5. To provide guidance toward promotion and tenure for junior faculty.

IV. OTHER

This element allows a faculty member to be recognized for service to the general welfare of the community which is interrelated with the welfare of the branch campus.

1. To project a positive relationship between the institution and the community

2. To provide input to areas of the community which request assistance

3. To develop a positive social, cultural, and civic awareness

4. To serve as a student-personnel worker

   a. To aid in course selection

   b. To aid in choice of a college

   c. To aid in transferring articulation (what will be required of them in third and fourth year programs)

   d. To provide knowledge of vocational opportunities in their chosen fields, etc.

5. To make information available on alternative career choices

6. To assist students in locating available jobs

7. To maintain memberships in social organizations

8. To maintain memberships in fraternal organizations

9. To maintain memberships in service groups

10. To maintain cultural or civic memberships for improving, developing, leading.

SAMPLE OBJECTIVES

Criteria For Writing An Objective

An objective, written in complete sentences, should include the following steps:

Step 1	Select a concept.
Step 2	State that which is to be accomplished within a given time period.
Step 3	State the means employed to accomplish the objective.
Step 4	State the standard or test used to determine if the objective was met.
Step 5	State the result--the outcome of an accomplished objective.

New Mexico State University
Faculty Annual Performance Report
Department: N M S U at Alamogordo

Year: January 1, 1990, through December 31, 1990

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I. TEACHING ACTIVITIES

A. Courses Taught

1. Spring, 1990

Course Number	Students	Credit Hours

2. Fall, 1990

Course Number	Students	Credit Hours

B. Teaching

1. Performance

1-1. Objective One:

To utilize audiovisual skills more effectively, I will design two new learning strategies involving audiovisual techniques. These techniques will involve student participation in the production of and interaction with the audiovisual mode, and will involve all students in a given class. The audiovisual product will be made available to the Branch Promotion and Tenure Committee for review.

1-2. Objective Two:

To improve my overall teaching effectiveness, and as a continuation of my 1987 evaluation, I will compile a tally sheet from Spring '87 and Spring '88 course evaluation sheets, showing teaching strengths and weaknesses. This tally sheet, including students' comments, will be presented to the associate provost in November. He and I will build calendar year '89 performance objectives on the results of this evaluation.

1-3. Objective Three:

To motivate students to use the library, I will thoroughly revise and update, during the spring semester, my reading list of reserve materials to include materials on current issues in education, language, and the environment; and I will develop assignments and quizzes for ENGL 111 which draw upon these readings. I will show my division head my reading list and the quizzes which test knowledge of those readings.

1-4. Objective Four:

To supplement and vary my MATH 192 class lecture, I will use the computer as an instructional tool. I will select five specific classes in which I will integrate use of the computer. I will show the associate provost a course syllabus with the five specific classes identified.

1-5. Objective Five:

To insure that sufficient lecture time remains following the discussion of homework in the MATH 180 class, I will prepare a sheet of solutions to the homework problems assigned in the last class meeting. This will be given to the students at the beginning of each class session. Selected problems will have a step-by-step solution, while other problems will have only minimal solutions. However, one

or two special problems will always be discussed in class. Documentation will be the answer sheets.

1-6. Objective Six:

To conduct review sessions for the national registry exam, I will set aside 20 minutes of lab time once each week to help students prepare. I will prepare a schedule of dates and topics to be covered and additional resources available for further study. I will present the schedule to the division head. I will also include a question on the student evaluation form concerning the value of the review sessions.

1-7. Objective Seven:

To relate teaching to course objectives in CS 110 classes, I will adhere to stated course objectives. At the beginning of each block of instruction, I will provide students a copy of the desired learning outcomes. During lectures, questions beyond the material will be answered after class. To the division head, I will present a copy of the learning outcomes and the result of student evaluations of my success.

1-8. Objective Eight:

To be more responsive to students' questions in class, I will listen to the entire question, being sure that I understand the question before replying. When asked a question, I will wait until the student has completed the question. I will then restate the question and answer if possible. Student evaluations will be collected for each class with a specific question about the instructor's responsiveness to students' questions. A summary of their responses will be submitted to the division head at the end of the evaluation period.

1-9. Objective Nine:

To use instructional techniques which reinforce concepts taught in the classroom, I will have weekly discussions of current events in biology that relate to the subject we are studying. Students will be encouraged to bring in topics for discussion. If a student does not introduce a topic, I will be prepared to introduce a topic and lead a discussion. I will keep a file of ideas and materials discussed in class.

1-10. Objective Ten:

To summarize and synthesize material at the end of each unit in MATH 102N, I will write, distribute, and discuss with students a one page summary of the significant material in each unit. The summary will include the principal definitions and rules with examples. It will be distributed and discussed with each of the classes before each unit test

and made available for all MATH 102N classes. I will show the summaries to the division head

2. Preparation

2-1. Objective One:

To prepare materials for more effectively teaching the research paper unit, I will revise, during Summer II, 1990, the sample research paper models to conform to the MLA Manual of Style. I will make these models available to both students and faculty.

2-2. Objective Two:

To develop material which reinforces concepts, I will provide students with handouts which explain difficult concepts in a different way or a simpler way than their textbooks. I will submit copies of handouts to the division head.

2-3. Objective Three:

To plan and develop courses within my area of study, I will design and teach two courses never previously taught at NMSU-A: Psychology 270, Drugs and Alcohol in the American Society; and EMD 250, Introduction to Education. Both courses will be organized, textbooks will be selected, and instruction will be completed. The syllabi and student critiques for both courses will be made available to the Branch Promotion and Tenure Committee for review as desired.

2-4. Objective Four:

To develop material which reinforces concepts (Goal I.B.1-9), I will--after consulting with Jim Nutt--develop a presentation on rhetorical principles using a personal computer linked to an overhead projector. I will make the program disk available to other composition teachers at the end of the fall semester.

2-5. Objective Five:

To develop supplemental and enrichment materials, I will write a tutorial booklet to be used for teaching Turbo Pascal in CS 110 classes. After researching several textbooks and related Turbo Pascal materials, I will write the booklet and arrange to have sufficient copies available in the bookstore. To the

division head, I will present a bibliography of my sources, a copy of the completed booklet and a count of the number of copies sold.

2-6. Objective Six:

To explain expectations prior to exams, I will prepare a review sheet to distribute in the class session immediately preceding the exam. The review sheet will include a list of all topics covered, worked examples covering each topic, and suggested study problems. A copy of each review sheet will be given to my division head.

2-7. Objective Seven:

To evaluate the effectiveness of the new FORTRAN system in teaching ET 152, I will prepare seven new FORTRAN programs and program preparation handouts which utilize the simplified and enhanced features of the new system. A subjective evaluation will be made concerning the improvement in learning rate and understanding by comparison with the results obtained utilizing the old system.

2-8. Objective Eight:

To encourage students to seek assistance for their math problems, I will schedule two individual conferences with each student in MATH 115 A1. The first conference will be scheduled at the beginning of the semester and the second one after the first exam. For the remainder of the semester, only those students doing D and F work will be called in periodically for conferences. I will keep a log of conferences with comments and submit this to the division head.

2-9. Objective Nine:

To select and use audiovisual techniques more effectively in MATH 291, I will use the overhead projector with the special screen for computer programs. I will investigate the possibility of adapting a computer program on infinite series for MATH 291 demonstrations and/or generate (with Mr. Nutt's help) a computer program illustrating 3-dimensional problems. I will make these available for my division head.

3. Professional Development

3-1. Objective One:
To pursue course work related to technical communications, I will take CS-157, Fortran Programming, at NMSU-A during the spring semester of 1990. I will show my division head my grade for the course.

3-2. Objective Two:

To strengthen my professional knowledge, I will pursue a Ph.D. degree in Social Psychology by taking 6 graduate hours in the Spring and 3 graduate hours in the Fall. I will submit transcripts.

3-3. Objective Three:

To continue my professional service, I will remain active in the Southwest Regional Conference on English in the Two-Year College by chairing the executive committee for the six-state regional conference in October in Fort Worth. I will make agenda and conference materials available to my division head and others who request them.

3-4. Objective Four:

To keep up with changes and improvements in my field, I will join and actively participate in the Association of Computing Machinery, a professional organization concerned with teaching, research and development in the field of computer science. I will provide proof of membership.

3-5. Objective Five:

To enhance and expand my background in the use of computers for the solution of mathematical problems, I will extensively revise the computer programs which I originally wrote for MATH 230. The revision will ensure that the operation of each of these linear algebra programs parallels that followed by the students in the manual completion of assigned problems. A subjective evaluation will be made concerning the enhancement provided by the revised programs in teaching matrix operations.

3-6. Objective Six:

To redevelop the Astronomy 110 class and lab after a period of ten years, I will select a text, develop a syllabus, make a lab schedule, order materials and select a site for the school telescope. Documentation will be the teaching of the class in the Fall 1990 semester.

3-7. Objective Seven:

To pursue additional course work, I will take CHEM 648, Proteins and Enzymes. I will enroll in the course, attend all classes and fulfill any other requirements for the class. I will present the registration document to the division head.

3-8. Objective Eight:

To pursue course work in electronics technology, I will complete a continuing education course in phase-locked loops from the Heath Educational System. I will complete the course requirements including the experiments and the examination. A copy of the certificate of completion will be given to the division head.

II. RESEARCH AND CREATIVE ACTIVITIES (OPTIONAL)

1. Objective One:

To participate in creative activities, I will begin work on a book Introduction to Counseling for Substance Abuse Counselors. Literature review will be conducted, the book will be outlined, and at least 3 chapters will be drafted. The work will be coauthored with at least one other author. The outline and completed chapters will be submitted as documentation to the Branch Promotion and Tenure Committee.

2. Objective Two:

To measure the effectiveness of the review session in STAT 251, I will monitor the progress of all students who regularly attend these sessions. I will keep attendance and note improvement in test scores and homework grades for those who attend the sessions. I will analyze the results and submit a report to my division head.

3. Objective Three:

To aid in teaching, I will develop software for use by students in an introductory course in computer science. This software will introduce computer usage in an interesting and pleasant fashion. I will provide a disk containing the software.

4. Objective Four:

To present a more accurate accounting of the air war in Vietnam, I will continue work on a book concerning my personal experiences as a fighter pilot during my two one-year combat tours. I

intend to complete the four chapters of the book encompassing the 1967-68 time period with a detailed account of the action during the TET offensive of 1968.

5. Objective Five:

To evaluate the effectiveness of individual conferences on the retention of students in MATH 115, I will run an experiment using my two MATH 115 classes. One class, A1, will be the experimental group and the other class, A4, will be the control group. Data will be collected throughout the Spring semester. A summary of this data will be used to determine if the individual conferences were effective in helping the student successfully complete MATH 115. A summary of the data will be submitted to the division head.

6. Objective Six:

To participate in a research project at the Primate Research Institute, I will investigate the current projects being done, and with my advisor, Dr. Kuehn, I will undertake a project acceptable for the doctorate program. I will present a summary of my findings to the division head.

7. Objective Seven:

To develop software for a media presentation, I will write a computer-assisted instruction program that teaches binary arithmetic. During previous years, I completed the necessary document search. This year I will write and debug the software. Testing, refining, and publication will occur by the end of 1990. To the division head, I will present a copy of the program listing.

8. Objective Eight:

I will seek research opportunities by maintaining contact with funding agencies and by submitting research proposals when appropriate. I will maintain copies of correspondence.

9. Objective Nine:

To develop a short video tape which will assist students in comprehending their math textbooks, I will develop a video tape on "How to Read Math." This will be designed to help the students who have difficulty in reading and understanding math textbooks. It will be available at the Skills Center for students to use and for the division head to review.

III. PROFESSIONAL SERVICE

A. To New Mexico State University at Alamogordo

1. Objective One:

   To provide a guide for the faculty, administration, and subsequent chairmen of the Senior Faculty, I will chair an ad hoc faculty committee which will develop an annotated PERT chart for evaluation, promotion, and tenure procedures on this campus. This document will be finished by January, 1991, and will be presented, at that time, to all involved with such matters.

2. Objective Two:

   To supplement a promising new summer course, I will again offer to guest lecture in Dr. Meents's ecology course. I will deal with ethical points of view in conservation and with the ecology of wildland fire. I will ask Dr. Meents to write a memo acknowledging my contribution.

3. Objective Three:

   To maintain a cooperative, working relationship with the clinical affiliates, I will serve as chairman of the Medical Technology Advisory Board. I will arrange for at least one meeting each semester, set the agenda, write, and distribute the minutes from the meetings. I will present minutes from the meetings to the division head.

4. Objective Four:

   To discuss ideas gained from recent professional journals, I will present case studies of new technology to the MLT Advisory Board. I will review literature, select applicable material, arrange the meetings, and present and discuss the selected topic. I will present a summary of the discussion to the division head.

5. Objective Five:

   To participate in professional activities, I will seek the chairmanship of the Science Education Committee of the American Association for the Advancement of Science, Southwest and Rocky Mountain Division (AAAS-SWARM), and I will participate in developing plans for the 1991 regional meeting of AAAS-SWARM to be held in Las Cruces.

6. Objective Six:

To participate in campus assignments, I am serving as a member of the faculty teaching committee. I will participate actively in the committee and solicit ideas from my peers to take to the committee. The committee minutes are available for the division head to document my participation.

B. Associate and Full Professors: Please describe any other activities whereby you exerted leadership as a senior faculty member. (You may repeat activities described elsewhere.)

Do not write objectives for this section; rather, when writing your results, summarize those activities which are appropriate to this section.

IV. OTHER (OPTIONAL)

(If applicable, summarize each objective-and-result entry of item III. of the N M S U - Alamogordo Faculty Evaluation form.)

1. Objective One:

To continue to augment materials available to students at NMSVH, I will tape record material as a volunteer. I will submit a letter of thanks from Alica McAnich and a calendar of the dates I recorded.

2. Objective Two:

To remain active in local organizations, I will serve on the board of directors of the Otero County Red Cross and the Otero County Mental Health Association. I will submit minutes of meetings attended.

3. Objective Three:

To support the community of Alamogordo, I will renew membership with the Alamogordo Chamber of Commerce and serve on the Military Liaison Committee. Copies of Chamber of Commerce membership and attendance verification information will be provided for the division head.

4. Objective Four:

To support a community organization by participating on the board of directors of the Red Cross, I will attend regular monthly meetings during 1990. Occasionally, I will be involved in money-raising activities for the Red Cross. I will meet with the director of the Red Cross and/or with other board members for committee work when required. Minutes and other appropriate materials will document my work.

5. Objective Five:

To remain active in local organizations, I will serve as a leader for the Otero 4-H Clubs. I will offer assistance in various fund raising efforts to send 4-H students to the national conference in Washington, D.C. I will submit a letter of appreciation from 4-H leaders to my division head.

6. Objective Six:

To participate in service to my community, I will continue to provide word processing services for an on- going project for the Organ Water and Sewer Association. I will provide the documents produced by these services.

7. Objective Seven:

To remain active in Alamogordo Community Education, I will serve as an instructor of Yoga classes during the fall and spring sessions. I will present a class schedule to the division head.

8. Objective Eight:

To support the Alamogordo Public School system, I will serve as co-chairman of the Mid High Parent Advisory Council. I will also serve on the membership committee of Tiger Triad (Music Department). I will present minutes of meetings to the division head.

9. Objective Nine:

To provide input to the community where my assistance has been requested, I will serve on the Alamogordo Public Schools Math Book Selection Committee. I will review and make recommendations on three calculus books, seven advanced math/pre-calculus books, 22 algebra books, and 14 7-8th grade math books. I will provide copies of my recommendation and letters from the committee chairman to my division head.

V. GENERAL COMMENTS (OPTIONAL)

(General comments about, or constructive suggestions in reference to, the University. This section will not be filed with your Faculty Annual

Performance Report. If you wish the statements made herein to be held in confidence by the dean or administrative official whom you address, please write "Confidential" on the top of this page and send it directly to the appropriate official under separate cover.)

ADDENDUM

Summary of significant additional activities which were not included in the evaluation:

I. Teaching Activities:

II. Research and Creative Activities:

III. Professional Service:

IV. Other

SAMPLE OBJECTIVES WITH RESULTS

Criteria for Writing an Objective

An objective should include the following steps:

Step 1 Select a concept.

Step 2 State that which is to be accomplished within a given time period.

Step 3 State the means employed to accomplish the objective.

Step 4 State the standard or test used to determine if the objective was met.

Step 5 State the result--the outcome of an accomplished objective.

Criteria for Writing the Result

Hint:

Let x = summary

y = conclusion

z = documentation

Then, result = x + y + z, i.e., or

the result = summary + conclusion + documentation.

The result should answer the following questions:

1. What did you do?
2. a. What did it mean?
   b. Did it work?
   c. How was it used?
3. What is your documentation?

1. Objective One:

To continue to augment materials available to students at NMSVH, I will tape record material as a volunteer. I will submit a letter of thanks from Alica McAnich, director of volunteers for New Mexico School for the Visually Handicapped, and a calendar of the dates I recorded.

Result:

During the past year, I have recorded materials on various topics, including literature, English grammar, American history, and computers. These materials are used locally by visually handicapped students and are available for use by the visually handicapped throughout the United States.

Documentation:

A letter of thanks from Alica McAnich and a calendar of dates when I recorded are on file.

1.1 Objective One:

To utilize audiovisual skills more effectively, I will design two new learning strategies involving audiovisual techniques. These techniques will involve student participation in the production of an interaction with the audiovisual mode, and will involve all students in a given class. The audiovisual product will be made available to the Branch Promotion and Tenure Committee for review.

Result:

While I intended to make two video tapes, I was able to complete only one. This tape is a presentation by students who described their personal sexist experiences. The tape was used in a PSY 201 class on February 8, 1990, to foster class discussion on sexism. The tape was moderately effective in promoting discussions, and student reactions to it were positive.

Documentation:

The tape is available in the library for student and faculty use.

1.9 Objective Nine:

To use instructional techniques which reinforce concepts taught in the classroom, I will have weekly discussions of current events in biology that relate to the subject we are studying. Students will be encouraged to bring in topics

for discussion. If a student does not introduce a topic, I will be prepared to introduce a topic and lead a discussion. I will keep a file of ideas and materials discussed in class.

Result:

I explained to the students that, when writing the syllabus for this course, I had set aside the last 15 minutes of the second meeting each week to discuss relevant current events in biology. During the first part of the semester, the discussions worked well. However, during the latter part of the semester, it seemed that the same two or three students always initiated the same topic. It was at that point that I began using the topics I had collected to motivate discussions. Overall, the discussions did not work as well as I had hoped. Next year I plan to initiate all topics myself. I conducted a written evaluation which verified my perception.

Documentation:

The file of topics for discussion and the student evaluations are available.

3.6 Objective Six:

To redevelop the Astronomy 110 class and lab after a period of ten years, I will select a text, develop a syllabus, make a lab schedule, order materials, and select a site for the school telescope. Documentation will be the teaching of the class in the Fall of 1990.

Result:

For ASTR 110, I selected Horizons: Exploring the Universe, by Michael Seeds, and wrote selected laboratory exercises. While my syllabus was satisfactory, I made several notes to make revisions when the class is offered again. The lab schedule, each Wednesday evening from 7:00 to 9:45 p.m., proved very satisfactory. The school telescope was installed along Highway 2001 and is readily accessible by students and faculty. A few materials were purchased to repair existing equipment. According to student evaluations, students were very pleased with the course.

Documentation:

The course syllabus and student evaluations are available for inspection.

3.7 Objective Seven:

To pursue additional course work, I will take CHEM 648, Proteins and Enzymes. I will enroll in the course, attend all classes, and fulfill any other requirements for the class. I will present the registration document to the division head.

Result:

I completed CHEM 648, Proteins and Enzymes, during the Spring of 1990, receiving an A in the course. The course material is useful in teaching cellular biology and in completing the subject matter required for my doctorate.

Documentation:

I will present to the division head my registration document together with my grade report.

THE Q+ RATING

Rationale:

In 1978, the faculty and administration agreed that three ratings would be used in the required process of evaluating all tenure-track faculty members:

> The Q- rating will be used to designate a less-than-satisfactory level of performance; the Q rating will be used to designate a satisfactory, or quality, level of performance; and the Q+ will be used to reward a meritorious level of performance.

In January, 1986, the faculty and administration agreed that the Senior Faculty Advisory Committee would monitor the process of assigning Q+ ratings to tenure-track faculty. Furthermore, both the faculty and administration agreed that a contracted or project-based system would be used to determine the assignment of Q+ ratings.

Finally, during these same 1986 meetings, both faculty and administration approved the following set of guidelines for this contracted or project-based system.

Implementation:

At the appropriate time, a faculty member who wants to pursue a Q+ rating confers with his or her division head to develop the required form for the initial interview with the Senior Faculty Advisory Committee.

If the division head approves that form, he or she will forward it to the chairperson of the Senior Faculty Advisory Committee. The chairperson will schedule the faculty member into the agenda of the next meeting of the Senior Faculty Advisory Committee, where the faculty member will defend his proposal.

If the Senior Faculty Advisory Committee approves the proposed project, the chairperson forwards the initial interview form to the administration for their approval. If administrative approval is forthcoming, the faculty member is ready to pursue the Q+ project.

At the end of the cycle of the project, the faculty member again meets with his or her division head to complete the required form for the final interview and to assemble documentation for the completed project. If the division head approves of the final state of the project, he or she forwards the final interview form to the chairperson of the Senior Faculty Advisory Committee, who will schedule the faculty member into the agenda of the next meeting of the Senior Faculty Advisory Committee, where the faculty member will defend his or her completed project by presenting all relevant documentation for that project.

If the Senior Faculty Advisory Committee approves the completed project, the final interview form and relevant documentation are forwarded to the administration for their approval.

Above all else, it should be emphasized that the contracted or project-based Q+ procedure exists to encourage and recognize those projects which demonstrably go beyond normal expectations in teaching, professional service, other service, and/or research.

Guidelines for Q+ Ratings

1. The contracted Q+ will succeed to the extent that it allows for individuality; therefore, it would be futile to attempt to define project in all its ramifications.

2. Faculty members may only contract for a Q+ with approval of all three monitoring levels: division heads, Senior Faculty Advisory Committee, and Administration. Q+ projects must list implementation methods, and criteria must be defensible and reflect a level of quality acceptable to all levels of monitoring.

3. A faculty member receiving a Q- during the previous evaluation period may not contract for a Q+. A person cannot receive a Q+ rating for a contracted project if he or she receives a Q- performance evaluation in the same year.

4. If more than one faculty member is involved in a single Q+ project, criteria must demonstrate that each contributed significantly to the project.

5. If a Q+ project is never finished, the faculty member will be held blameless in his or her rating. That is, a Q- should not be given only because a Q+ project is not completed.

6. The recipient of the annual Donald Roush Award will receive a Q+ rating for that evaluation period.

7. The recipient of the annual N M S U A Teaching Excellence Award will receive a Q+ rating for that evaluation period.

8. The recipient of a state, regional, or national award in the categories of teaching, professional service, other service, and\or research may be considered by all three monitoring agencies for a Q+ rating in that evaluation period.

9. It is recognized that an individual may receive a Q+ for a contracted Q+ project and one for an award. However, only two Q+ ratings may be earned in one evaluation period.

10. Q+ proposals for the Fall term should be presented by April 15th of that year; however, under extraordinary circumstances, they may be presented as late as August 31 of that year.

11. Q+ proposals for the Spring term should be presented by November 15 of the preceding year; however, under extraordinary circumstances, they may be presented as late as January 31 of that year.

INITIAL INTERVIEW

Q+ Project: Calendar Year _____

Faculty Member _____ Rank _____

Division _____ Division Head _____

Summary: Project and Its Implementation

Date of Review _____ Date of Review _____

Division Head _____ Chair: SRFAC

Approved_____ Approved_____

Disapproved___ Disapproved___

Date of Review _____ Date of Review _____

Associate Provost _____ Provost _____

Approved_____ Approved_____

Disapproved___ Disapproved___

FINAL INTERVIEW

Q+ Project: Calendar Year _____

Faculty Member _____ Rank _____

Division _____ Division Head _____

Summary: Project and Its Results

Date of Review _____ Date of Review _____

Division Head _____ Chair: SRFAC

Approved_____ Approved_____

Disapproved___ Disapproved___

Date of Review _____ Date of Review _____

Associate Provost _____ Provost _____

Approved_____ Approved_____

Disapproved___ Disapproved___

THE CALENDAR

During the 1984-1985 session of the Faculty Senate, the now-famous "S.B. 14" legislation was introduced as a means to ensure faculty participation in matters concerning the issuance of temporary and continuous contracts to tenure-track faculty and the granting of promotions in academic rank. William H. Matchett, Dean of the Graduate School, chaired the PERT Committee, which had been charged with the task of designing a "calendar" for the working year for all concerned with these procedures. Dean Matchett and that committee devised the "PERT CHART for SB 14 84-85," which has served--with certain branch-campus modifications--as a guide and a reminder for the Senior Faculty Advisory Committee and the Branch Promotion and Tenure Committee since then. The "PERT CHART" has served well: in May, 1989, the Faculty Senate made substantial revisions to *Administrative Policies and Procedures* by incorporating the heart of that PERT CHART into that administrative manual.

Therefore, this section of this handbook includes a heavily revised version of that "PERT CHART" translated into branch-campus terminology. Its value in guiding both branch faculty and administration through these procedures cannot be emphasized enough. In fact, one of the more difficult aspects of these procedures concerns the year's calendar of events. Because each of these procedures is capable of affecting faculty salaries and annual budgets, each procedure has to be completed at a specified time throughout both the fiscal and academic years to align branch campus actions with the requirements of both Las Cruces and Santa Fe.

SEPTEMBER

Provost:

1. In conjunction with the appropriate division head, provides completed folders on candidates for promotion and/or continuous contract to the Branch Promotion and Tenure Committee for their advice on these candidates for promotion and/or continuous contract.

Branch Promotion and Tenure Committee:

1. Continues to review the candidates for promotion and/or continuous contract.

OCTOBER

Branch Promotion and Tenure Committee:

1. Completes the review of the candidates for promotion and/or continuous contract and sends written report to the Provost. A copy of the written report is sent to the College Promotion and Tenure Committee.

Provost:

1. Receives the written report on each of the candidates for promotion and/or continuous contract from the Branch Promotion and Tenure Committee.

2. Meets with each candidate for promotion and/or continuous contract. Informs each candidate in writing of the Branch Promotion and Tenure Committee's recommendation concerning the candidate's case for promotion and/or continuous contract.

3. Informs in writing each candidate of the Provost's recommendation concerning the candidate's case for promotion and/or continuous contract.

4. Provides all pertinent information as well as the Provost's recommendation concerning these cases for promotion and/or continuous contract to the Dean of the College of Human and Community Services.

College Dean:

1. Receives information from the Branch Promotion and Tenure Committee and the Provost regarding the candidates for promotions and/or continuous contracts.

College Promotion and Tenure Committee:

1. Consults and advises the College Dean concerning standards and procedures for making recommendations concerning promotions and continuous contracts.

2. Receives information from College Dean.

3. Reviews files of all tenure-track faculty who are in no later than their sixth year of service.

4. Reviews recommendations of the Provost and the Branch Promotion and Tenure Committee concerning promotions and/or continuous contracts.

Candidate for Promotion and/or Continuous Contract:

1. Receives feedback from the Provost. If the Branch Promotion and Tenure Committee's and/or the Provost's recommendation is negative, the candidate may withdraw his or her application for promotion and/or continuous contract.

NOVEMBER

Senior Faculty Advisory Committee:

1. Reviews final evaluation documents for the current calendar year for each member of the regular faculty. Forwards, to the provost, a written recommendation for a Q or Q- rating for each member of the regular faculty.

2. Reviews the final reports of the Q+ proposals for the current calendar year. Forwards, to the provost, a written recommendation for or against a Q+ rating.

3. Approves or disapproves the applications for Q+ proposals to be implemented during the next spring semester. Notifies the applicant in writing of this approval or disapproval.

College Promotion and Tenure Committee:

1. Submits written recommendations to the College Dean on each candidate for promotion and/or continuous contract.

2. Informs the College Dean if a branch promotion and tenure committee fails to follow its procedures and goals and objectives statement.

Provost:

1. Receives the recommendations from the Senior Faculty Advisory Committee concerning Q-, Q, and Q+ performance evaluation ratings for the current calendar year.

2. Proceeds with the evaluation of all regular faculty for the current calendar year.

3. Receives the recommendation from the Senior Faculty Advisory Committee concerning proposed Q+ projects to be implemented during the next spring semester. Meets with faculty member(s) proposing this project and approves or disapproves the proposed Q+ project.

DECEMBER

College Dean:

1. Receives written recommendations from the College Promotion and Tenure Committee on each candidate for promotion and/or continuous contract.

2. Proceeds with review of performance evaluation for each member of the regular faculty.

JANUARY

Candidate for Promotion and/or Continuous Contract:

1. Through the Provost, receives feedback from the Provost, the College Dean, and the Branch Promotion and Tenure Committee, concerning his or her candidacy for promotion and/or continuous contract. If the recommendation is negative, the candidate may withdraw his or her application.

Regular Faculty:

1. Meet individually with appropriate division head to develop the faculty member's evaluation plans for the current calendar year.

Division Head:

1. Will approve or disapprove the evaluation plans of each faculty member in his or her division for the current year. Will present this recommendation and the corresponding plans to the Senior Faculty Advisory Committee for its recommendation.

Senior Faculty Advisory Committee:

1. Will review and approve or disapprove each regular faculty member's evaluation plans for the current calendar year.

2. Will inform the Provost in writing of this approval or disapproval of each regular faculty member's evaluation plans.

Provost:

1. Will review and approve or disapprove each regular faculty member's evaluation plans for the current calendar year.

2. Will inform the appropriate faculty member, his or her division head, and the Senior Faculty Advisory Committee of this approval or disapproval.

FEBRUARY

College Dean:

1. Consults with the College Promotion and Tenure Committee concerning adequacy of the standards and procedures used for making recommendations concerning promotions and continuous contracts.

College Promotion and Tenure Committee:

1. Consults and advises College Dean concerning adequacy of the standards and procedures used in making recommendations concerning promotions and continuous contracts.

MARCH

Provost:

1. Convenes Branch Promotion and Tenure Committee.

2. Reviews with the Branch Promotion and Tenure Committee the goals and objectives statement of the Branch Campus.

3. Reviews with the Branch Promotion and Tenure Committee the procedures to be used in making recommendations for promotions and continuous contracts.

4. Communicates updated procedures, goals, and objectives (if any) to the College Dean.

Branch Promotion and Tenure Committee:

1. Reviews goals and objectives statement in consultation with Provost.

2. Reviews procedures used in making recommendations for temporary and continuous contracts and promotions (with regard to guidelines of the College Promotion and Tenure Committee).

3. Communicates updated procedures, goals, and objectives statements (if any) to the Provost for consultation with the College Dean.

4. Gives a copy of procedures, goals, and objectives statements to each tenure-track faculty member during their first year of employment.

College Dean:

1. Approves each branch promotion and tenure committee's goals and objectives statement.

2. Approves each branch promotion and tenure committee's procedures for making promotions, awarding continuous contracts, and renewing temporary contracts.

3. Continues consultation with College Promotion and Tenure Committee concerning standards, procedures, and recommendations concerning promotions and continuous contracts.

APRIL

Branch Promotion and Tenure Committee:

1. Reviews the progress of all non-tenured tenure-track faculty. Specifies in writing to the Provost the strengths and weaknesses of each non-tenured tenure-track faculty and makes recommendations for issuing new temporary contracts.

2. Indicates in writing to the Provost which faculty members the Branch Promotion and Tenure Committee will consider as candidates for continuous contract and/or promotion.

Senior Faculty Advisory Committee:

1. Approves or disapproves the applications for Q+ proposals to be implemented during the fall semester of this calendar year. Notifies the applicant and the provost in writing of this approval or disapproval.

Provost:

1. Receives written statements of the strengths and weaknesses of each non-tenured tenure-track faculty from the Branch Promotion and Tenure Committee.

2. Receives written recommendations regarding temporary contracts to be issued. Those faculty members who are to receive a new temporary contract will receive a copy of the Branch Campus Tenure and Promotion Committee's report.

3. Receives written notification from the Branch Promotion and Tenure Committee of those faculty whom the Committee will consider as candidates for continuous contract and/or promotion.

4. Informs the appropriate faculty member and his or her division head of the decision of the Branch Promotion and Tenure Committee to advance that faculty member to candidacy for promotion and/or continuous contract.

5. Receives requests from faculty who wish to be considered for continuous contract and/or promotion but who were not named as candidates by the Branch Promotion and Tenure Committee.

6. Informs the Branch Promotion and Tenure Committee of the names of those faculty who wish to be considered for promotion and/or continuous contract.

7. Receives the recommendation from the Senior Faculty Advisory Committee concerning proposed Q+ projects to be implemented during the fall semester of the current calendar year. Meets with faculty member(s) proposing this project and approves or disapproves the proposed Q+ project.

Candidate for Promotion and/or Continuous Contract:

1. Receives feedback from the Provost. May request clarification or ask to be considered further for promotion and/or continuous contract.

MAY

Provost:

1. In conjunction with the Branch Promotion and Tenure Committee, informs in writing the appropriate faculty member and his or her division head of the Branch Promotion and Tenure Committee's and the Provost's recommendations concerning new temporary contracts, continuous contracts, and/or promotions.

Branch Promotion and Tenure Committee:

1. In conjunction with the Provost, informs the appropriate faculty member and his or her division head of the Committee's recommendations concerning new temporary contracts, continuous contracts, and/or promotions.

Candidate for Promotion and/or Continuous Contract:

1. Receives feedback from the Provost and the Branch Promotion and Tenure Committee concerning their recommendations for new temporary contracts, continuous contracts, and promotions. May request further clarification.

JUNE

Provost:

1. Assists candidates for promotion and/or continuous contracts in completing their folders for either or both actions.

Candidate for Promotion and/or Continuous Contract:

1. Compiles all documentation for a folder to be presented to the appropriate division head, the Branch Promotion and Tenure Committee, the Provost, and the College Dean in the candidate's case for promotion and/or continuous contract.

JULY

Provost:

1. Continues to assist candidates for promotion and/or continuous contracts in completing their folders for either or both actions.

Candidate for Promotion and/or Continuous Contract:

1. Continues to compile all documentation for a folder to be presented to the appropriate division head, the Branch Promotion and Tenure Committee, the Provost, and the College Dean in the candidate's case for promotion and/or continuous contract.

AUGUST

Provost:

1. Continues to assist candidates for promotion and/or continuous contracts in completing their folders for either or both actions.

Candidate for Promotion and/or Continuous Contract:

1. Compiles all documentation for a folder to be presented to the appropriate division head, the Branch Promotion and Tenure Committee, the Provost, and the College Dean in the candidate's case for promotion and/or continuous contract.

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Date Filmed

March 29, 1991